

## ST ANDREWS MIDDLE

1231 Bluefield Rd.

Columbia, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	641 Students	
<b>Principal</b>	Kenneth L. Richardson	803-731-8910
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

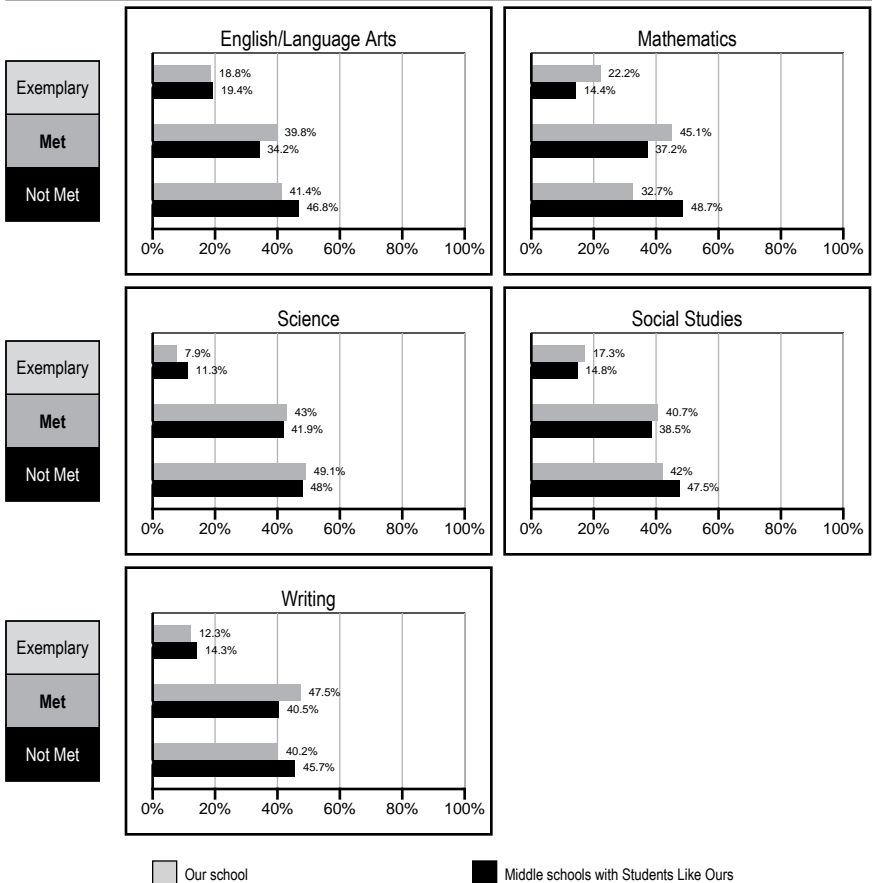
97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	29	11

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	91.2%
English 1	N/A	86.5%
Physical Science	N/A	72.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	89.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=641)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	67.9%	Up from 39.5%	13.4%	24.2%
Retention rate	0.8%	Down from 1.2%	1.0%	0.7%
Attendance rate	95.8%	Up from 94.9%	95.2%	95.9%
Eligible for gifted and talented	13.8%	Up from 8.7%	8.4%	16.4%
With disabilities other than speech	15.6%	Up from 13.4%	14.5%	12.0%
Older than usual for grade	3.0%	Up from 2.5%	4.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.4%	0.5%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	63.5%	Down from 67.3%	58.3%	58.5%
Continuing contract teachers	69.2%	Up from 59.6%	66.7%	80.0%
Teachers with emergency or provisional certificates	4.4%	Down from 6.5%	12.0%	4.0%
Teachers returning from previous year	83.2%	Down from 84.8%	78.3%	84.6%
Teacher attendance rate	93.5%	Up from 93.1%	95.7%	95.4%
Average teacher salary*	\$51,500	Up 1.3%	\$44,664	\$46,561
Professional development days/teacher	11.7 days	Up from 11.6 days	11.4 days	10.2 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.3 to 1	19.1 to 1	21.1 to 1
Prime instructional time	88.9%	Up from 87.5%	89.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Up from 93.9%	96.2%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,182	Up 1.5%	\$9,335	\$7,802
Percent of expenditures for instruction**	70.3%	Down from 72.0%	61.7%	63.8%
Percent of expenditures for teacher salaries**	65.1%	Up from 63.3%	56.1%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

At St. Andrews Middle School, student learning is the chief priority and focus of all decisions. Our mission is to prepare every student to be a successful, contributing citizen in a global society, by providing an effective and quality education. We believe that all teachers, administrators, parents, and community members share the responsibility for advancing this mission. We continue to follow our annual School Renewal Plan, the Richland District One Strategic Plan, and address the actions steps of our Making Middle Grades Work Program Goals in an effort to increase student achievement.

Academic and extra-curricular accomplishments of our students included one Duke Tip qualifier, thirteen Middle School Scholars, and three S.C. Junior Scholars. Fine Arts awards included: three District Honors Band, six District Honors Orchestra, and four Junior All-State Chorus recipients. Athletic programs include volleyball, football, boys' and girls' basketball, wrestling, track, baseball, softball, cheerleading, and an award winning step-team.

St. Andrews parents and business partners provide continuous support for our students and academic programs. The Boys and Girls Club of the Midlands provides an after-school program and various summer enrichment opportunities for our students. The University of South Carolina partners with us in providing Middle Level teaching interns, GK-12 Fellows to our math and science classes and the USC Talent Search program. Colonial Life Supplemental Insurance Company provides numerous student-centered activities. These include: Ravenous Readers, Story Tellers, Lunch Buddies, Junior Achievement, Student Book Club, guest speakers, cultural events, and classroom volunteers. They also provide parent workshops and programs. Several faith-based partners provide mentors, after-school activities, and summer programs for students in our community.

The 2009 PASS scores serve as baseline data from which needs have been identified and strategies developed to address those needs. Total school data showed over 62% student mastery in Math, 58% student mastery in Writing and English Language Arts, 51% student mastery in Social Studies, and 49% student mastery in Science. St. Andrews Middle is proud to have a 98.4% student passage rate on the South Carolina End of Course Algebra I test. Our academic goals for the year are to increase scores on the PASS in each of the following areas: 10 percentage points in Writing and Reading, 5 percentage points in Math, 10 percentage points in Science, and 10 percentage points in Social Studies. Another goal for the year is to increase parental participation and business partnerships. We will continue to implement programs and strategies which will increase student achievement in all academic areas. A schoolwide focus on standards-based instruction and assessment, Classroom Walk-Throughs, All-Day Writes, remediation and enrichment programs, Vertical Team Articulation, additional instructional time in science and social studies, and data analysis at the classroom level and schoolwide will be utilized to facilitate student learning and foster academic success for all of our students. We appreciate the continued support provided by our parents, business and faith-based partners, and all of the St. Andrews community as we strive to educate the leaders of tomorrow.

Veronica Green-Strong, SIC Chairperson

Kenneth Richardson, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	199	127
Percent satisfied with learning environment	98.0%	78.2%	83.7%
Percent satisfied with social and physical environment	100.0%	85.1%	81.6%
Percent satisfied with school-home relations	76.0%	87.2%	84.7%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	642	100	41.3	39.9	18.8	70.4	78.2	83.5	Yes	Yes
<b>Gender</b>										
Male	332	100	48.8	36.4	14.8	62	74.7	80.1	N/A	N/A
Female	310	100	33.2	43.7	23.1	79.4	81.6	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	16	100	15.4	61.5	23.1	84.6	93.3	89.6	I/S	I/S
African American	598	100	41.1	40.4	18.5	71.1	74.2	74.6	Yes	Yes
Asian/Pacific Islander	12	100	N/A	N/A	N/A	18.2	84.2	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	107	100	76.8	21.1	2.1	37.9	45.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	N/A	N/A	N/A	28.6	77.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	508	100	45.1	38.6	16.3	67.4	73.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	642	100	35.5	47.4	17.1	74.6	72	80.4	Yes	Yes
<b>Gender</b>										
Male	332	100	42.4	44.1	13.5	69.4	70.3	78.4	N/A	N/A
Female	310	100	28.2	50.9	20.9	80.1	73.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	16	100	15.4	38.5	46.2	92.3	90.2	87.8	I/S	I/S
African American	598	100	35.4	48.1	16.5	74.4	67	69.3	Yes	Yes
Asian/Pacific Islander	12	100	54.5	27.3	18.2	72.7	88.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	107	100	72.6	22.1	5.3	37.9	34.8	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	N/A	N/A	N/A	64.3	80	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	508	100	37.7	46.7	15.6	73.2	65.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	430	99.5	49.1	42.6	8.4	50.9	56.5	67.3
Gender								
Male	234	99.2	52.7	39.1	8.2	47.3	56.1	66.9
Female	196	100	44.9	46.6	8.5	55.1	56.8	67.7
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	401	99.5	49	43.1	7.8	51	48.2	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	77	97.4	77.6	16.4	6	22.4	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	13	100	N/A	N/A	N/A	27.3	62.7	58.6
Socio-Economic Status								
Subsidized meals	344	99.4	51.7	40.7	7.6	48.3	46.5	55.4

Social Studies

All Students	423	99.5	43	40.1	17	57	64	70.9
Gender								
Male	218	100	49.2	35.2	15.6	50.8	61.9	70.1
Female	205	99	36	45.5	18.5	64	66.1	71.7
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	397	99.5	42.9	40.1	17	57.1	57.7	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	66	97	82.5	15.8	1.8	17.5	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	336	99.4	45.9	40.2	13.9	54.1	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	633	98	40	47.7	12.3	60	63.4	72.1	95.8	95.9
Gender										
Male	327	98.5	50	43.6	6.4	50	56.3	65.2	95.3	95.7
Female	306	97.4	29	52.2	18.8	71	70.4	79.2	96.4	96.1
Racial/Ethnic Group										
White	13	84.6	9.1	72.7	18.2	90.9	86.2	80.8	94.3	96
African American	593	98.2	40.1	47.6	12.3	59.9	57.3	59.7	95.8	95.9
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	18.2	81.1	87	95.2	96.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.9	64.6	96.7	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	104	87.5	N/AV	N/AV	N/AV	16.5	21.1	27.7	94.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	N/AV	N/AV	N/AV	14.3	60.7	63.7	95.3	96.3
Socio-Economic Status										
Subsidized meals	478	98.1	43.9	45.1	11	56.1	55.2	61.9	95.6	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	209	100	37.6	43	19.4	62.4
	7	243	99.2	45.2	40	14.8	54.8
	8	198	100	39.4	42.9	17.7	60.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	220	100	31.4	49.5	19.1	68.6
	7	209	100	45.2	36.2	18.6	54.8
	8	213	100	47.4	33.9	18.8	52.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	209	100	33.3	47.8	18.8	66.7
	7	243	99.6	36	46.9	17.1	64
	8	198	100	41.1	42.9	16	58.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	220	100	26.3	54.1	19.6	73.7
	7	209	100	41	45.2	13.8	59
	8	213	100	39.6	42.7	17.7	60.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	105	100	N/AV	N/AV	N/AV	36.3
	7	243	99.2	42.5	47.2	10.3	57.5
	8	96	100	57	36	7	43
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	111	99.1	58.5	38.3	3.2	41.5
	7	209	100	41.5	47.3	11.2	58.5
	8	110	99.1	54.5	37.6	7.9	45.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	104	99	25.8	58.8	15.5	74.2
	7	243	98.8	62.9	23.8	13.3	37.1
	8	102	100	39.8	35.5	24.7	60.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	111	98.2	21.2	61.6	17.2	78.8
	7	209	100	58	30.3	11.7	42
	8	103	100	35.6	36.7	27.8	64.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	210	99.1	36.2	48.4	15.4	63.8
	7	244	98.4	39.9	44.1	16	60.1
	8	204	97.6	49.7	41.8	8.5	50.3
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	218	95.9	27.8	56.1	16	72.2
	7	207	99.5	52.1	41.1	6.8	47.9
	8	208	98.6	39.8	46.1	14.1	60.2

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